

Development of Active Learning Management Model with a Professional Learning Community based on Integrated Buddhist Principles of Schools under Nakhon Si Thammarat Primary Educational Service Area Office 2

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Abstract

This research aimed 1) to study the current status, problems, and needs of proactive learning management, 2) to develop a model, 3) to test the model, and 4) to evaluate the model. This research is mixed-method research using samples of 254 school directors and teachers responsible for academic affairs of the school, interviewing 15 key informants, in-depth interviews with 5 key informants, connoisseurship with 9 experts, and trial and evaluation of the model using 10 teachers. The research instruments are questionnaires, in-depth interviews, connoisseurship recordings, tests, observation forms, supervisory forms, focus group discussions, and evaluation forms. The research statistics are percentages, frequencies, means, standard deviations, needs, and descriptive summative analysis. The research results are as follows: 1. The results of the study of the current status, problems, and needs of proactive learning management found that 1) The current status, problems, and needs of proactive learning management are at a moderate level, ranked from most to least, designing proactive learning, organizing proactive learning, writing proactive learning management plans, and measuring and evaluating proactive learning management. 1) The expected status of proactive learning management is at a high level overall. Ranked from most to least are: writing an active learning management plan, active learning management, measuring and evaluating active learning management, designing active learning management, and 3) Necessary requirements. Overall, it was found that PNI_{modified} had the highest value. The first is writing an active learning management plan (0.888), the second is measuring and evaluating active learning management (0.865), the third is active learning management (0.834), and the fourth is designing active learning management (0.772). 2. The active learning management model with a professional learning community based on Buddhist integration includes: 1) principles, 2) objectives, and 3) implementation process, consisting of (1) training, including designing an active learning management, writing an active learning management plan, (2) supervision, including active learning management, and (3) evaluation, including measuring and evaluating active learning management, with the PLC process being team building and collaborative development. Learning management practices and reflection and exchange, and 4) success factors. 3. Results of the trial of the active learning management model with a professional learning community based on the principles of Buddhist integration; 1) Knowledge and understanding test before training equal to 11.70 and the average score after training equal to 17.90, 2) Evaluation of the active learning management plan, overall, at a high level, 3) Active learning management, overall, at the highest level, and 4) Supervision and monitoring of active learning management with a professional learning community based on the principles of Buddhist integration, found that overall, at the highest level. 4. The results of the evaluation of the active learning management model with a

professional learning community based on the principles of Buddhist integration found that the active learning management model with a professional learning community based on the principles of Buddhist integration of schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, can be applied in educational institutions and teachers are satisfied with the use of the model at the highest level.

Keywords: Model, Active Learning, Professional Learning Community, Buddhist Integration

Introduction

Educational reform to develop new-age learners must focus on organizing active learning and creating professional learning communities (PLCs), which are recognized in many countries for promoting cooperation, sharing good practices, and developing the teaching profession, which affects the quality of learners' learning. However, the success of learning depends on the quality of teaching and learning management, which must be continuously developed under the context of PLCs that connect students' and teachers' learning. The Ministry of Education promotes integrated and hands-on learning (Active Learning) to develop learners' essential skills. The Office of the Basic Education Commission aims to develop learners of all ages to have appropriate development, be of quality, be able to read and write, love reading, and have analytical thinking, problem-solving, and creative thinking skills both inside and outside the classroom, as well as instilling scientific process skills and a scientific mind. The Office of the Basic Education Commission places importance on organizing active learning. Teachers must change their roles from being instructors to being guides, suggesting methods for finding knowledge to develop learners to be able to seek knowledge and apply various skills, helping learners to seek knowledge by themselves in a meaningful way. In addition, teachers must prepare appropriate environments and equipment, while learners must participate in thinking and solving problems by themselves.

Thailand emphasizes the development of educational quality through professional learning communities (PLCs) in accordance with the policies of the Office of the Basic Education Commission and the National Education Plan, by promoting teachers to cooperate both within and between schools to systematically improve the quality of education and create unity, shared responsibility and sustainable development of learners' achievements, developing an educational institution into a quality learning resource requires a "Professional Community" for teachers to exchange knowledge, develop teaching and learning, and reduce isolation at work. The "Professional Learning Community (PLC)" approach helps teachers develop their potential, changing their roles from teachers to facilitators of learning. Administrators should support teachers to have opportunities to continuously exchange knowledge. PLC activities should cover reflective discussions, interactions between teachers, learner-focused groupings, professional cooperation, and sharing of shared values. The principles that bind people's hearts and unite groups of people in unity, Phra Brahmagunabhorn (P.A. Payutto) [1] defined the four social spheres as: Dāna – generosity, sacrifice, and sharing of both material possessions, knowledge, and helping others; Piyavācā – speaking politely, respectfully, giving advice with reason, creating encouragement, and communicating with understanding; Atthacariyā – acting for the benefit of others, participating in public welfare activities, and helping to solve problems; Samānattatā – acting on an equal footing with others, consistent, not taking advantage, and sharing happiness and sorrow for the common goal. These four principles are guidelines for creating sustainable understanding, cooperation, and unity in society and organizations. The Office of the Basic Education Commission, Nakhon Si Thammarat Area 2 is an agency under the Office of the Basic Education Commission, Ministry of Education, which has the power and duties as specified in the National Education Act, B.E. 2542, Section 38, and the Act on the Administration of the Ministry of Education, B.E. 2546 and its amendments (No. 3 B.E. 2553 and No. 2 B.E. 2553). The educational area is divided into primary and secondary education areas to provide pre-primary, primary, lower secondary, and upper secondary education for the school-age population. The Office of the Primary Education Commission, Nakhon Si Thammarat Area 2 has an important mission to develop teachers and educational personnel to have knowledge, skills, and characteristics that are consistent with learning in the 21st century. However, from past operations, it was found that there is still not much active learning management for teachers under the organization, especially in organizing learning activities that focus on learners. Lack of motivation for learners to discover and develop

their full potential. Therefore, promoting “Professional Learning Community” (PLC) is considered an important approach to help develop teachers to be able to manage active learning effectively, help create mutual learning, exchange good practices, and affect the quality of education in the entire system. From the importance and problems mentioned above, the researcher is interested in studying the development model of active learning management with professional learning communities based on Buddhist integration principles of schools under the Office of the Primary Educational Service Area of Nakhon Si Thammarat Area 2 in order to use the obtained data to create a model for managing active learning with professional learning communities effectively. It also integrates Buddhist principles to benefit student quality management and uses the obtained data as important basic information for reforming education and learning in educational institutions, communities, the educational sector, and national development.

Research Objectives

1. To study the current situation, problems, and needs of active learning management in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2.
2. To develop a model for the development of active learning management with professional learning communities based on the principles of Buddhist integration in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2.
3. To experiment with the model for the development of active learning management with professional learning communities based on the principles of Buddhist integration in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2.
4. To evaluate the model for the development of active learning management with professional learning communities based on the principles of Buddhist integration in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2.

Research Method

Phase 1: Study the current situation, problems, and needs of active learning management in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2 by studying documents, surveying 25 samples, and interviewing 15 people.

Phase 2: Develop a model for active learning management with professional learning communities based on the principles of Buddhist integration in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, by conducting in-depth interviews with 5 experts and holding connoisseurship with 9 experts to draft and confirm the model.

Phase 3: Test the model for active learning management with professional learning communities based on the principles of Buddhist integration in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, by testing it in 1 school as follows: 1) Meetings, training workshops, 2) Evaluating learning management plans, 3) Evaluating active learning management, and 4) Supervising and following up on 10 teachers who use the model.

Phase 4: Evaluate the model for active learning management with professional learning communities based on the principles of Buddhist integration in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, by conducting group discussions and model evaluations. Teachers who implemented the model: 10 people.

Results and Discussions

1. Results of the study on the current status, problems, and needs in the management of active learning in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2

The research results found that:

1) The results of the study on the current status of the management of active learning in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, were found to be at a moderate level in all 4 areas, ranked from most to least: designing active learning, managing active learning, writing an active learning management plan, and measuring and evaluating active learning management. The research results reflect several factors that affect the implementation of active learning management in schools, especially in the design and management of active learning, which may be found that schools still lack clarity in planning and management that is consistent with effective active learning approaches. In addition, writing an active learning management plan may not be complete or lack the application of methods that are appropriate for the characteristics of students and the situation in the school. At the same time, the measurement and evaluation of active learning management cannot truly reflect learning achievements. This may be due to a lack of quality measurement and evaluation skills or a lack of appropriate tools for effective evaluation. In addition, it may be found that teachers still lack training or support in fully implementing active learning. These things cause the performance in various areas to remain at a moderate level and require further development. This is consistent with the concept of Sathorn Phrutthikun [2] who stated that active learning helps learners connect knowledge or create knowledge by themselves by practicing through media or learning activities with teachers as guides, stimulating or facilitating learners to learn through high-level thinking processes, namely, learners analyze, synthesize and evaluate what they receive from learning activities, making learning meaningful and applying it to other situations effectively. This is consistent with the research of Meyers and Jones [3] who stated that active learning management is an opportunity for learners to listen, speak, read, write, express opinions and solve problems while doing various activities in which learners must apply what they have learned in doing such activities.

2) The expected conditions of active learning management in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, are at a high level overall. When classified by each aspect, it is found that all 4 aspects are at a high level, ranked from most to least: writing an active learning management plan, active learning management, measuring and evaluating active learning management, and designing active learning management. The results of this research reflect the schools under the Office of the Primary Educational Service Area of Nakhon Si Thammarat Area 2 have given importance to active learning management and have continuously developed in all aspects, especially in writing active learning management plans, which are systematically planned and consistent with teaching and learning that emphasizes student participation. Active learning management is supported by both administrators and teachers, enabling the creation of an environment that promotes learning effectively. In terms of measurement and evaluation of active learning, it has been developed to match learning objectives in order to be able to assess achievement accurately and appropriately. The design of active learning uses new techniques to suit the characteristics and needs of all groups of students, resulting in higher levels of active learning management results, reflecting the commitment to improve and develop the quality of education in schools, which is consistent with the concept of Phimphan Dechakupt and Payao Yindeesuk, who stated that active learning management allows students to participate in various activities such as reading, searching, discussing, summarizing, creating knowledge, writing, and presenting. Students develop various skills, learning by joining forces, thinking together, both individually and in groups, in line with the research of Carter and Hogan [4], who studied the integration of active teaching and assessment in accounting classes. The teaching results found that students were able to complete tasks, helping to enhance students' learning and being able to evaluate their own learning.

3) The necessity of active learning management of schools under the Office of the Primary Education Area 2, Nakhon Si Thammarat, in general, found that PNI_{Modified} had the highest value. The first was writing an active learning management plan (0.888), the second was measuring and evaluating active learning management (0.865), the third was active learning management (0.834), and the fourth was designing active learning management (0.772), respectively. The results of this research reflect that schools under the Office of the Primary Education Area 2, Nakhon Si Thammarat, give importance to the development and improvement of active learning management, which emphasizes the development of learning skills and teamwork, especially in the area of writing an active learning management plan, which has the highest value because it is an important step in laying the foundation for quality active learning management. The measurement and evaluation of active learning management is in the second rank because it is important in checking and evaluating effective learning results. Active learning

management and active learning design are also continuously developed and improved to be consistent with the principles of Buddhist integration and sustainable learning. Therefore, the results of the study in all aspects have high PNI_{Modified} values and reflect the success of applying active learning principles, which is consistent with the research. Jirapa Atthaphon [5] studied active learning management, which consists of research. Linking problems, brainstorming, observation and reflection, and consistent with the research of Wei-Ning Hsu [6], studying active learning with learning is an important technique that helps reduce the effort to label data from unlabeled samples. Currently, most of these active learning strategies are still based on the “human-designed philosophy”, that is, reflecting human understanding of what “questions that should be labeled” should be. 4. Results of the interview on the current status, problems and needs of active learning management.

The results of the interview on the current status, problems and needs of active learning management in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, can be summarized as follows:

Aspect 1: Designing active learning management found that designing active learning management is an approach that helps develop education to be up-to-date and consistent with future skills. However, there are still many problems that need to be solved, such as the readiness of teachers, students and infrastructure. If teachers can be trained to have appropriate skills, adjust the measurement system to be consistent with the active concept and provide better infrastructure, it will help active learning be successful and can change education to be more advanced.

Aspect 2: Writing an active learning management plan found that writing an active learning management plan It is an approach that helps improve the quality of learning and is in line with 21st century skills. However, there are still obstacles that need to be resolved, such as teachers’ unpreparedness, assessment systems, and support from administrators. If teachers can be developed to be ready, assessment systems can be adjusted, and appropriate resources can be provided. This will help make writing active learning management plans more effective and truly improve the overall quality of education.

Aspect 3: Active learning management It was found that active learning management is an approach that helps develop education to be up-to-date and respond to 21st century skills. However, there are still obstacles that need to be resolved, such as teachers’ unpreparedness, inconsistent assessment systems, and limited resources. If teachers can be developed to have an understanding, the assessment system can be improved, and the infrastructure that supports active learning can be provided, this approach will be of maximum benefit and students’ potential can truly be developed.

Aspect 4: Measurement and evaluation of active learning management It was found that measurement and evaluation of active learning management is an approach that helps learners truly develop their skills. However, there are still obstacles that need to be resolved, such as teachers’ unpreparedness, lack of standards, and adherence to the old examination system. If appropriate tools can be developed, the education system can be improved, and teachers can be trained to understand the correct assessment methods, this will help active learning to truly occur and be more effective.

2. The results of the development of the active learning management model with professional learning communities based on the principles of Buddhist integration of schools under Nakhon Si Thammarat Primary Educational Service Area Office 2

1. The name of the model is “Active learning management with professional learning communities based on the principles of the 4 social objects”

2. Principles of Active learning management with professional learning communities based on the principles of the 4 social objects has principles for teacher development in active learning management. It is an action to make teachers change their beliefs and behaviors in learning management that are interconnected by combining 3 important principles of development: 1) Self-development principle, 2) Participation in learning principle, and 3) Integration principle of the principles of Dhamma, Social Objectives 4

3. Objectives

1) To develop the active learning process with professional learning communities based on the principles of Social Objectives 4.

2) To develop the potential of active learning management with professional learning communities based on the principles of Social Objectives 4 of teachers under Nakhon Si Thammarat Primary Educational Service Area Office 2.

3) To encourage teachers to use the results of the development using the manual for active learning management with professional learning communities based on the principles of Social Objectives 4 to manage learning that is conducive to the development of learners' quality.

4. Implementation process

Active learning management with professional learning communities based on the principles of Social Objectives 4 involves the operation of designing active learning management, writing an active learning management plan, organizing active learning, and measuring and evaluating the results of active learning management. It is carried out in 3 steps: training, supervision, and evaluation. Each step has sub-processes: 1. Team building, 2. Joint development, 3. Implementation of learning management, and 4. Reflection and exchange. The details are as follows:

5. Success factors

1. School administrators promote, support, and have a policy for teacher development by seriously and continuously implementing the proactive learning management model with professional learning communities based on the principles of the 4 social objects.

2. Teachers have a good attitude, are aware of, and give importance to the proactive learning management development model with professional learning communities based on the principles of the 4 social objects for self-development.

3. Stakeholders evaluate the results of using the proactive learning management model with professional learning communities based on the principles of the 4 social objects effectively and sustainably to develop the quality of learners.

The results of this research reflect the use of the proactive learning management model with professional learning communities based on the principles of the 4 social objects in developing and improving the learning process, starting with the principle of self-development and the principle of participation in learning that focuses on everyone having a role in learning and developing themselves together. The principle of integrating the principles of morality and the 4 social objects also helps to build morality, ethics in work, and develop life skills for teachers and students. Training and designing proactive learning management is an important process that helps to enhance knowledge and skills for teachers in managing effective learning, including team building and joint work development that allows learning to take place in the form of exchanging knowledge and experiences. The supervision and evaluation of active learning management reflects the results and improves the learning process to be more appropriate. These processes help to develop continuously and develop the quality of education through cooperation and team capability development. This success factor enables active learning management based on Buddhist integration to lead to effective results overall, which is consistent with the research of Lilawadi Chanamar, who studied the development of an active learning management model to promote the ability to design experiences for early childhood students in the field of early childhood education. It was found that the learning management model consists of 5 components: principles of the model, objectives of the model, learning management process, learning content, and measurement and evaluation of learning outcomes. This is consistent with Joyce and Showers [7] who stated that the model consists of concepts, philosophies, principles, theories, beliefs, objectives, content, teaching methods or various teaching techniques, measurement and evaluation in order for teaching and learning to achieve the specified objectives. Each plan

provides guidelines on how teachers should prepare their teaching, conduct and evaluate in order to help students achieve the specified objectives.

3. Results of the experiment using the active learning management model with a professional learning community based on the principles of Buddhist integration in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2

1) The results of the knowledge and understanding test on active learning management with a professional learning community based on the principles of Buddhist integration in schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, found that the average score before the training was 11.70 and the average score after the training was 17.90, which was higher than before the training. The results of this research reflect the training that emphasizes the use of the active learning management model with a professional learning community based on the principles of Buddhist integration, which helps to enhance the knowledge, understanding, and skills in learning management of teachers effectively. The use of a learning process that allows teachers to participate in joint work development, reflection, and exchange of experiences enables teachers to apply their knowledge to real active learning management. The fact that the average score after the training was significantly higher than before the training reflects the development and improvement of knowledge and understanding in active learning management in depth. In addition, the training model that emphasizes the integration of the principles of Dhamma and the Four Sangahavattu helps to enhance the development of both professional skills and morality and ethics for trainees, resulting in better results than the pre-training test, consistent with the research of Wattanyu Wutthiwan [8], who studied the development model of primary school teachers to be able to design science learning management that integrates the nature of science, it was found that primary school teachers had an average score of 2.86 in the ability to design science learning management, which was significantly higher than before receiving the development according to the teacher development model at a statistical level of .01, consistent with Fink who stated that active learning management is a conversation with oneself to reflect ideas and communicate with others. In the traditional teaching, students are limited to reading or listening to lectures. There is no exchange of ideas with others. There is a lack of enthusiasm in communication. If the teacher assigns a small group discussion on a topic that students are interested in, it will help create a conversation situation that is fun and challenging, resulting in knowledge and understanding of active learning management.

2) The results of the evaluation of the active learning management plan with a professional learning community based on the principles of Buddhist integration of schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, were overall at a high level. The item with the highest average value was the consistency of the main points/summary ideas with the learning content, followed by learning standards/indicators/learning outcomes/important competencies of students and the desired characteristics that are appropriately linked. And the use of technology in teaching and learning management had the lowest average value. From this research result, it reflects the schools under Nakhon Si Thammarat Primary Educational Service Area Office 2 have given importance to the development of active learning management plans with professional learning communities based on the principles of Buddhist integration, which has made the learning plans consistent and well connected with the learning content, especially in terms of the summary concepts that are consistent with the learning content and clear learning standards. In addition, there are clear definitions of learning outcomes and key competencies of students, which enable effective evaluation. Meanwhile, the application of technology in teaching and learning has the lowest average value, possibly because the school still lacks sufficient resources or training in the use of technology in teaching, or the application of technology in the learning process is not comprehensive and cannot be fully linked with all aspects of teaching and learning. This is consistent with the research of Wasana Boonmak, who studied the development of an integrated supervision model to promote active learning management competencies of basic education teachers, who found that they were most capable of writing active learning management plans. This is consistent with the research of Rahman [9], who studied the process of learning communities, which resulted in the POE learning management model, which found that the introduction to create understanding about the concept of POE learning management in order to create understanding for teachers to use as part of teaching and

learning management aims to help teachers change their perception of information about students, which is information about students' thoughts, create discussions, stimulate students to want to explore ideas, and create investigations.

3) Observation of proactive learning management behaviors with professional learning communities based on Buddhist integration principles of schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, overall, was at the highest level. The item with the highest average value was having quality measurement and evaluation tools, followed by teachers teaching according to the learning management plan and allowing students to learn from various forms of media, with the lowest average value. The results of this research reflect that schools under Nakhon Si Thammarat Primary Educational Service Area Office 2, have developed quality measurement and evaluation tools, enabling them to measure and evaluate proactive learning management accurately and efficiently, which resulted in transparent and systematic learning management. Teachers were able to teach according to the learning management plan clearly and in line with learning objectives. The use of various forms of media stimulated students' learning, resulting in diverse and interesting learning. However, the lowest average value in some aspects may be due to limitations in accessing or using various teaching media, or sometimes teachers may have limitations in adapting various learning resources to suit the subject content and characteristics of students in some cases. This is consistent with the research of Lilawadi Chanamar, studying the development of proactive learning management models to promote the ability to design experiences for early childhood students in the field of early childhood education, which found that proactive learning management behaviors were at the highest level and consistent with Felder and Brent stated that [10] active learning management is a behavior in learning management that allows all students in the classroom to do more than just listen and take notes. 4) Supervision of active learning management with professional learning communities based on Buddhist integration principles in schools under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, found that overall, it was at the highest level. The item with the highest mean value was that school administrators supported and promoted the development of active learning based on Buddhist integration principles systematically. Next, teachers in the school participated fully and continuously in the professional learning community, and the reflection of teachers' performance in the professional learning community was continuously and qualitatively carried out with the lowest mean value. From this research result, it reflects that school administrators under Nakhon Si Thammarat Primary Educational Service Area Office 2, have given importance to supporting and promoting the development of active learning based on Buddhist integration systematically, which made learning management clear and a form that can be put into practice. The fact that teachers in the school participated fully and continuously in the professional learning community helps to enhance the exchange of knowledge among teachers, resulting in continuous development of teaching and learning skills. The reflection of teachers' performance was continuously and qualitatively carried out, resulting in the learning process being flexible and efficient. However, the lowest mean value may be due to limitations in resources or training that was not yet comprehensive or sometimes there may be obstacles in the process of reflecting the quality continuously in every case. This is consistent with the research of Alisa Tin Yai, who studied the development of a model for enhancing teachers' competency in active learning management in large secondary schools under the Office of the Secondary Education Service Area, Kanchanaburi, which found that there was supervision, monitoring, and evaluation of the active learning management model. This is consistent with the research of Wasana Boonmak, who studied the development of an integrated supervision model to promote active learning management competency of basic education teachers, which found that supervision activities included planning to set the direction, conducting supervision, and learning for development. This is consistent with the research of Rahman [11], who studied the learning community process that influenced the POE learning management, which found that observing the teaching practices of colleagues to collect meaningful data because it is essential for both teachers and observers to learn from others through the classroom observation process.

4. The results of the evaluation of the active learning management model with a professional learning community based on the principles of Buddhism integration of schools under Nakhon Si Thammarat Primary Educational Service Area Office 2

It found that 1) the results of the group discussion to critique and provide suggestions for the active learning management model with a professional learning community based on the principles of Buddhism integration of schools under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, found that the active learning management model with a professional learning community based on the principles of Buddhism integration of schools under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, can be applied in educational institutions. The research results are consistent with the findings of Vangrek, K., Meredith, C., Packer, T., & Kyndt, E. (Vangrieken, Meredith, Packer, & Kyndt, 2017) [12] who studied the creation of professional learning communities and found that having a community that emphasizes joint professional development helps promote teaching efficiency and continuous learning. In addition, the integration of Buddhist principles into the process is also an important part of creating a supportive and caring atmosphere for learning together. In addition, the integration of Buddhist principles in the PLC process also supports the creation of an atmosphere of kindness, respect, and equality, which is consistent with the concept of Riveros, A., Newton, P., & da Costa, J. [13] who pointed out that the success of a PLC does not depend on the structure or steps alone. But it requires a good relationship culture. The Buddhist integration approach that emphasizes the 4 social objects therefore responds to the need to develop relationships between teachers in schools appropriately. In terms of benefits, Smith, R., Johnstone, D., & Hall, R. (Smith, Johnstone, and Hall, 2020) [14] found that a learning community that emphasizes virtue and ethics can significantly affect student learning, which is consistent with the findings of this time that indicate that the developed model can truly enhance both the quality of teaching and the moral characteristics of educational personnel. 2) The satisfaction assessment results of teachers who used the active learning management model with the integrated Buddhist professional learning community in schools under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, were at the highest level overall. When considering each aspect from most to least, it was found that the design of active learning management was followed by active learning management, writing an active learning management plan, and measuring and evaluating the results of active learning management, respectively. The results of this research reflect that teacher in schools under the Office of the Primary Educational Service Area 2, Nakhon Si Thammarat, received support in designing quality active learning management, making the active learning management clear and in line with students' needs. The fact that the active learning design received the highest satisfaction may reflect the success of the learning planning that could stimulate participation and develop students' learning skills effectively. Active learning management and writing an active learning management plan also received high satisfaction because the application of the integrated Buddhist principles in learning management helped teachers connect content with real life and inspire students to learn well. The measurement and evaluation of active learning management received a lower level of satisfaction, possibly because there were still challenges in applying appropriate assessment tools to measure learning outcomes effectively and reflect learning outcomes completely. This is consistent with the research of Wasana Boonmak who studied the development of an integrated supervision model to promote proactive learning management competency. Of the teachers in basic education, it was found that teachers were most satisfied with the integrated supervision model to promote the competence of active learning management of teachers in basic education, which is consistent with Bonwell and Eison who stated that active learning management helps create more interest and motivation for students than lecture-based learning, giving students opportunities to think, talk, and process course content. Teachers can provide suggestions and advice to students regularly, allowing teachers to design and facilitate learning rather than being knowledge transmitters, resulting in teachers being satisfied with active learning management. Therefore, this active learning management model that integrates Buddhist principles is an appropriate approach that is consistent with the current trends in educational development and can be effectively expanded to other contexts.

Knowledge from Research

Active learning management with professional learning communities based on the principles of Buddhist integration, with the process of designing active learning management, writing an active learning management plan, organizing active learning, and measuring and evaluating active learning management, which is carried out in 3 steps: training, supervision, and evaluation. Each step consists of 1) Team building, 2) Joint development, 3) Learning management practice, and 4) Reflection and exchange, along with integration with the principles of

the four social virtues: 1) Dāna (knowing how to give), 2) Piyavācā (knowing how to speak), 3) Atthachariyā (knowing how to help), and 4) Samānattatā (knowing how to conduct oneself) in a concrete manner to create quality learners who are good, good, and happy, which can be presented as the following model.

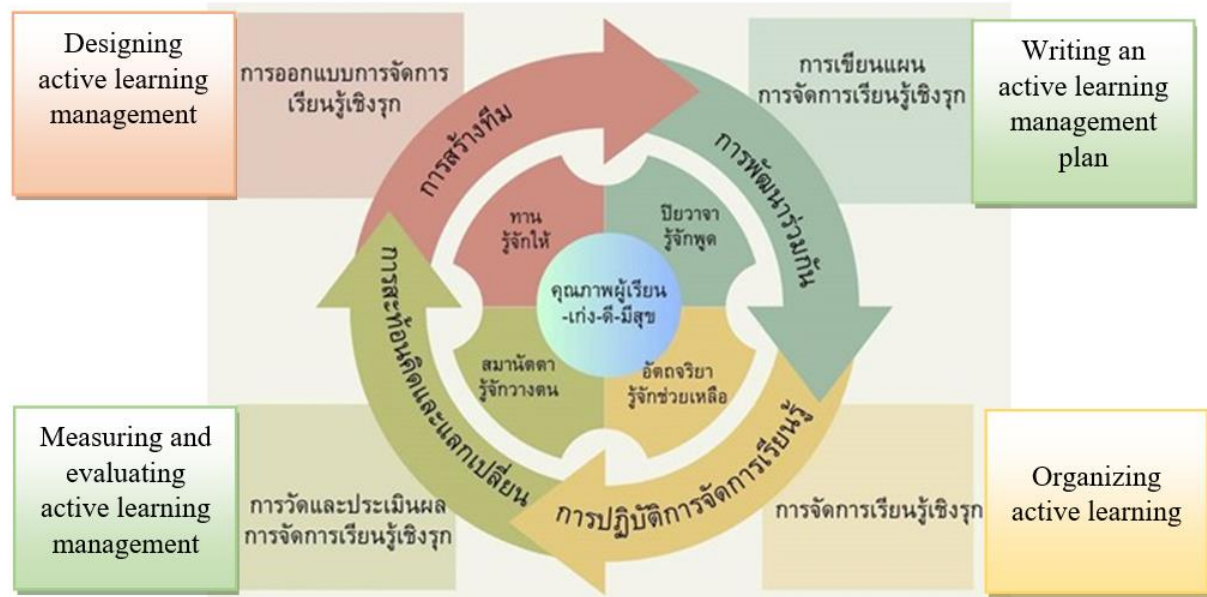


Figure 1 Knowledge from Research (In Thai)

Source: Naiyanan Chumbuachan (2024)

Recommendations

From the research study on “The development model of active learning management with professional learning communities based on Buddhist integration principles of schools under Nakhon Si Thammarat Primary Educational Service Area Office 2”, the research results lead to the following recommendations:

Recommendations for Applying the Research Results

- 1) There should be a development of a learning assessment system that can accurately reflect the achievement results, emphasizing the use of both quantitative and qualitative assessments that can indicate the development of students' skills in all aspects, including reflecting the performance of teachers in active learning continuously.
- 2) A learning network should be created between schools in the area so that schools can exchange knowledge and experiences in active learning management with professional learning communities based on Buddhist integration principles, which will help develop the quality of education to be sustainable and expand widely.
- 3) There should be a study of the results of active learning management development with professional learning communities based on Buddhist integration principles of teachers who participated in the training to develop according to the model to see how it affects teaching efficiency and student learning effectiveness.
- 4) There should be a study of the factors that contribute to the success of active learning management development with professional learning communities based on Buddhist integration principles.

Recommendations for Future Research

- 1) There should be research that studies the factors that contribute to the success of active learning management development with professional learning communities.

2) There should be research that focuses on developing and enhancing teachers' competencies in organizing active learning.

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